



AN ANALYSIS OF IMPLEMENTING SCIENTIFIC APPROACH IN  
ENGLISH TEXTBOOKS OF THE TENTH GRADE OF VOCATIONAL HIGH  
SCHOOL

**RESEARCH PROJECT**

**Submitted as Partial Fulfilment of the Requirement for the  
Degree of *Sarjana Pendidikan* in English Education**

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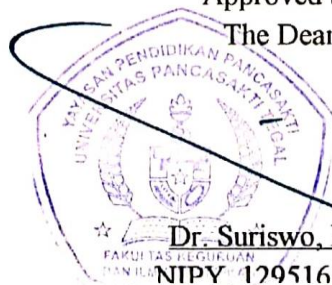
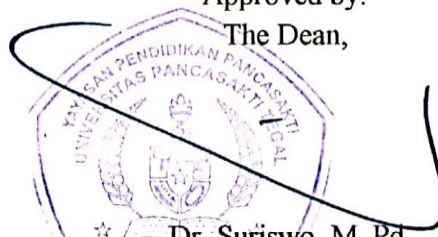
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### STATEMENT OF ORIGINALITY

I state that my research project entitled “An Analysis of Implementing Scientific Approach in English Textbooks of the Tenth Grade of Vocational High School” is definitely my own work.

In writing this Research Project, I do not make plagiarism or citation which inconsistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this Research Project. Others’ opinion or findings included in this Research Project are quoted or cited adjusted to the ethical standard.

Tegal, August 2021

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## **MOTTO AND DEDICATION**

### **MOTTO**

STAND UP AND FINISH WHAT YOU STARTED.

-Bob Harper-

### **DEDICATION**

I dedicated thi research project to:

- My lovely parents, my Mom Alm. Setiowati and my Dad Kusnomo who give me true love, affection, and everything for my life.
- My lovely brother, Lili Herlambang who always gives me more cheerful
- My lovely sister, Lila Meliana who gives me great motivation.
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## PREFACE

Praise and gratitude to Allah the Almighty for the abundance of grace and guidance, so that the research project discusses which about “An Analysis of Implementing Scientific Approach in English Textbooks of the Tenth Grade of Vocational High School” can be completed.

This research project is presented to English Departement of the Faculty of Teacher Training and Education, Pancasakti University Tegal as partial fulfillment of the requirements for the degree of *Sarjana Pendidikan* (S1). Besides that, this research project is also conducted as a guide for everyone who wants to learning language dynamism.

The writer consider that this research project can be finished because of guidance and advice from several parties. Therefore, in this occasion the writer would like to give her gratitude to:

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## ABSTRACT

**Pharkhanah, Zulfa. 2021. 1617500018 :** *“An Analysis of Implementing Scientific Approach in English Text Books of Tenth Grade of Vocational High School”*. Research Project. Strata 1 Program, Faculty of Teacher Training and Education, Pancasakti University Tegal. The First Advisor is Yulia Nur Ekawati, M. Pd and The Second Advisor is Drs. H. Masfuad ES, M. Pd.

*Key words: Text book, Scientific Approach, 2013 Curriculum.*

The objective of this Research Project is to describe the implementation of scientific approach in English textbooks of the tenth grade of Vocational High School. The scientific approach is an approach consisting of observing, questioning, exploring, associating, and communicating.

The research was descriptive qualitative research. The data were collected from documentation, questionnaire, and interview. Documentation was used to collect the data from two English textbooks published by Kemendikbud and Erlangga for tenth grade of Vocational High School. The questionnaire was given to get the information from the students. The interview was given to gain information from the teacher.

The result of this study showed that in English textbook by Kemendikbud there are seven chapters that do not provide all the stages of scientific approach. They are chapter 1, 4, 5, 6, 7, 8, and 9, chapter 2 and 3 in reading activity, chapter 2 and 4 in vocabulary exercise, chapter 2, 4, 6, and 7 in text structure, and chapter 2 and 4 in grammar. The English textbook entitled Practice Your English Competence does not provide the questioning, associating, and communicating stage.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter, discusses the introduction which is divided into six parts: background of the problem, limitation of the problem, statement of the problem, the definition of terms, objective of the research, and significance of the research.

#### **A. Background of the Problem**

Material is the important thing as a key to success in the teaching and learning process. Without the material, the learning process in the class will not achieve the primary goal. Therefore, the material should pass through the selection based on the target to the learning process. There are several changes due to the launch the latest curriculum such as some parts of education, including the materials.

According to Richards and Schmidt (2002:252), one of the teaching and learning process sources that are used to support learning with the benefits is textbook. Textbook contains materials that are mostly used in the class for teaching and learning process. It is essential in the learning process since there are instructions to implement. Thus, textbook evaluation is essential to determine whether the textbook is proper to use or not. The text book becomes an important partner in the teaching and learning process. It normally deals with all of the school curriculum, the purpose, goal, and the material. Therefore, the teachers have to choose the proper text book with good benefits for teachers and students. A good textbook should reflect the curriculum. It is because there is a strong

combination between textbook and curriculum. Presented by Sorohiti (2005)  
 “The textbook that doesn’t represent the curriculum may not bring the outcome supposed by the curriculum.”

Textbooks not only can help the teachers to choose the best material for students, it can also help students to reach their learning needs. Tok (2010:508) says that “the textbooks not only serve a framework for the teacher to reach the goals and objective of the subject but also provide as a guide to the teacher when conducting the subject”.

Since the English textbooks are used in the classroom, they have the roles to be involved in the process of reaching the main goal of the teaching and learning process. The relation between the quality of textbooks, teaching style, and student’s needs is important to identify. This is because selecting textbooks involve the reach of main goals in education.

The current curriculum (2013 curriculum) which has been implemented in the first grade of senior/vocational high school is totally different from the KTSP curriculum. KTSP curriculum refers to the previous theory of communicative competence by Murcia, et al. in 1995. Therefore, the 2013 curriculum refers to revised the theory of communicative competence by Murcia in 2007. Not only based on what the students learned other purposes of the 2013 curriculum is to achieve certain values. The character of students taught in the classroom is the religious values and some character building values. Teaching and learning method are centered on students.

The 2013 curriculum has been implemented in English textbooks for Vocational High School as a study companion in learning English that will support the achievement of competency of the special skills. In the 2013 curriculum, the main approach for the teaching and learning process is the scientific approach. It is purposed at the capability to develop new knowledge through science-based learning. There are five steps of scientific approach implementation; observing, questioning, experimenting, associating, and communicating. Learning by scientific approach is also can develop the education's character when the students do their activity. Its means the scientific approach be able to develop the attitude and skills of the students.

About the explanation above, the writer is interested in studying and analyzing this issue and comparing between two books of English textbooks for Vocational High School, the official English text books published by Kemendikbud RI and a commercial English textbooks published by a private publisher, Erlangga. It is concerned with the scientific approach of the textbooks in 2013 curriculum. Those books were chosen because they are used in the 2013 curriculum have been distributed to the school that are applying the 2013 curriculum. Erlangga's textbook as the textbook mostly used in school after the government's textbook. According the information the writer tried to analyze this issue with the title **An Analysis of Implementing Scientific Approach in English Text Books of Tenth Grade Vocational High School.**

## **B. Statement of the Problem**

The problem in this research is stated as follows :

“How is the implementation of scientific approach in English textbooks of the tenth grade of Vocational High School based on 2013 curriculum?”

## **C. Definition of Terms**

There are some key terms definitions that accord to this research :

### **1. Scientific Approach**

The scientific Approach is an approach that consist of observing, questioning, exploring, associating, and communicating used in the 2013 curriculum.

### **2. Nunan (2004: 226), textbooks are the published book used by teacher and students as the main basis for language subject. The researcher defines textbook as the tool used for learning and teaching process in class.**

### **3. 2013 Curriculum**

2013 Curriculum is the education system in Indonesia that has been implemented since the early 2013/2014 academic year.

## **D. Objective of the Research**

According to the statement of the problem, the objective of this research is as follows:

“To describe how the implementation of scientific approach in English textbooks of the tenth grade of Vocational High School based on 2013 curriculum.”

### **E. Significances of the Research**

By analyzing the English textbooks of the tenth grade of Vocational High School in the 2013 curriculum, the researcher hopes to give contributions as follows:

#### **1. Theoretically**

- a. Hopefully, the result of this research can give suitability about implementing of scientific approach in English textbook of the tenth grade of Vocational High School.
- b. The result of this research might be used as a reference for the next researchers to conduct the same research.

#### **2. Practically**

The result of this research is beneficial:

- a. For the researcher, this research could give more practice in developing the knowledge and skill in evaluating English textbooks.
- b. For the book user, the result of this research could be helpful information in selecting good textbooks before using them in the classroom to prepare the material, and as a reference for the book user to know the differences of the textbooks.
- c. For English textbooks writers, the result of this research might help them to be more careful in developing English textbooks to students.
- d. For the next researcher, this research could give general knowledge, and also could be used as the reference for the similar research.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, there are three major sections to be discussed here as the foundation of this research, namely: a review of the previous studies and review of related theories.

#### A. Review of the Previous Studies

The first previous study is the research by Puspa (2017), entitled *“Content Analysis of “When English Rings a Bell” an English Textbook for Seventh Grade Junior High School Based on The Scientific Approach of 2013 Curriculum”*. Hindun uses descriptive-qualitative for her research. She collected the data from the interview and documentation. The interview was given to collect the strength and the weakness of the textbook, then the documentation was used to collect the data written by the book writer of the Ministry of Education and Culture of Indonesia. The result of her study showed that there are 77,5% compability of materials with the scientific approach. 82,35% of cognitive domain of relevant materials, partly relevant materials 11,76%, and there are 5,88% of irrelevant materials. Therefore, there are 76,20% of relevant materials in term psychomotor domain, 9,5% partly relevant materials, and 14,29% irrelevant materials. From her research findings, the book can be recommended as a medium for the teaching and learning process.

The second previous study is the research by Ika (2018), entitled *“An Evaluation of Bahasa Inggris Textbook Grade X in Kurikulum 2013*

*Published by Ministry of Education Based on Scientific Approach and Communicative Competence*'. Her research focuses on evaluating textbook for X grade students of senior high school. The result of her research showed that 65% develop from observing activities.

The third previous studied is Content Analysis of Competences and Scientific Approach in English Textbook by Arifah, et al. (2018). Their research applied qualitative content analysis study. The result of their research showed that the object matches every item of core and basic competence. The scientific approach was provided implicitly through the activities in the book. Then, the attitude competence was fused in all activities in this book through the stages of the scientific approach. Mostly, the knowledge competence was found in the Exploring and Observing stage. Meanwhile, mostly the skill competence was found in Communicating stage.

Referring to the previous study, this research used two English textbooks which are published by the Ministry of Education and Culture and Erlangga publisher. The topic and the research approach between this study and the previous studies are the same; the topic is analysing English textbooks based on the 2013 curriculum and the research approach is qualitative research.

There are three differences between this study and the previous study. First, in the first previous studies, the researcher used textbooks for Junior High School, in the second and third previous studies, the researcher only mentions for the tenth grade, while in this study, the researcher used textbooks for the tenth



grade of Vocational High School. Second, in this study, the researcher used two text books as objects while in previous studies, they only used one textbook as an object. Third, the previous studies used documentation and interview as instruments, while in this study, the researcher used three instruments; documentation, questionnaires, and interview. By using these instruments, the researcher believes this study would be a new breakthrough in the textbook analysis.

## **B. Review of the Related Theories**

### **1. Curriculum**

#### **a. Definition of Curriculum**

The curriculum is a plan about the goal, contents, and subject of the materials that used the guidance of the teaching and learning process to achieve the main goal of education. Murdoch (1997) say that curriculum covers all of the regulations for the students' learning and development. It includes the subject of course, activity of students, teaching approaches, and the way the teachers and classes are organized.

According to Sudjana (2007: 5), curriculum is not only a plan of class operation, the curriculum also a guide for managing the class and prepare the teaching strategies.

Based on Republic of Indonesia law, No. 20 the year 2003 curriculum is a set of planning and organization of goal, content, and learning media as guidance the learning activity to reach an educational objectives.

Based on the definition above, the writer makes a conclusion that curriculum is a direction for the teachers to do her teaching and for students to reach what they need in the learning process.

b. 2013 Curriculum

2013 curriculum is the latest curriculum after KTSP which is used in 2013 by the Minister of Education and Culture. The most important thing in teaching and learning process to reach the main goal is the curriculum. According to the Minister of Education and Culture 2009-2014, 2013 curriculum is developed by the KTSP curriculum. The goal of the 2013 curriculum is to develop education in Indonesia by reorganizing the subject. It also changes the teaching and learning process. In the 2013 curriculum, students should more active in the learning process in order to build the critical thinking and communication of students.

The characteristics of learning language in the 2013 curriculum are based on the cognitive expert's view that learning language becomes meaningful for students if the content of the subject is connected to their previous knowledge and experience. Learning language must implicate the grade of students' thinking skills, start from knowing, comprehensive, using, analyzing, etc. In this case, language learning must simplify the students to get what they are learning. In addition, learning a language also must implicate the physical skills of the students, start from receiving, concentrating, imitating, etc.

Core and Basic competence are competencies in the 2013 curriculum. The core competence is an lead up of teachers in competency standards. Then, it is broken down into basic competences. Four core competence in the 2013 curriculum are religious domain, affective domain, cognitive domain, and psychomotor domain. According to the grade, every lesson has a different core and basic competence.

c. Characteristics of 2013 Curriculum

According to Puspa (2017), the 2013 curriculum is a capability-based curriculum. Therefore, it is developing is aimed to obtain competence which is formulated on the Graduates Competence Standard. The competences focused by the 2013 Curriculum are as follows:

1. The syllabus is developed by the program in school; SD/MI, SMP/MTS, SMA/MA, SMK/MAK.
2. Lesson Plan is the fragment of the Basic Competence for the lesson and class developed by the syllabus to direct students' learning activities to reach the Basic Competence.
3. Core Competence is a view obviously of the competence in behavior, knowledge, and skills that students must learn for a school level, class, and lesson.
4. Basic Competence is the competency that should be learned by the learners for a specific theme of SD/MI and for a subject in specific class of SMP/MTS, SMA/MA, SMK/MA.

#### d. Scientific Approach

Government launched the 2013 curriculum to replace the KTSP curriculum as the previous curriculum since 2013. By implementing this new curriculum, the government gives opportunity for the students to able to improve their intellectual competence to do their high order thinking or HOT, improve their competence in problem-solving, to get their higher achievement, to excite their communicating ideas, and to improve their character (Sarwanti, 2016). According to Rachmawati (2019:656), the process of scientific study is through information process, problem identification, and problem-solving. According to Gerde, et al. (2013: 317), the scientific method means “a process to ask and answer the question using a specific set of procedures”. Thus, scientific approach is considered to be implemented to achieve the main goal in the teaching and learning process.

Based on the guide book of the 2013 curriculum, the scientific approach is the basic concept of the teaching and learning process. It is to create the rational and critical character of the students. There are three aspects to cover the learning process: attitude, knowledge, and skill. First, attitude proposes the students to learn about substation of “why”. Second, knowledge aspect asks the students to understand about “what”. The last is skill aspect which proposes the students to learn about “how”.

According to Permendikbud No. 81A/2013 about Curriculum and Implementation and General Guidance of Learning, there are five stages

of scientific approach consist of (1) observing, (2) questioning, (3) exploring, (4) associating, and (5) communicating. The goal and the activities are elaborated as follows:

#### 1. Observing

The observing step is to encourage seriousness, accuracy, and gathering for information. It is examining the phenomena by seeing and asking why it happens. In this method certain the advantages such as media to present the real object. It can make the students learn easily and happily. To increase this skill, the observation should be as natural as possible and avoid to make the consideration about what is observed. The teacher asks the students to observe pictures, videos or text. Here, they are provided with object, real objects, or phenomena. Hosnan (2014) states that the teacher facilitates students to do observations, practice to pay attention to the object such as read, listen, and see to the primary aspects of an object.

#### 2. Questioning

Questioning is a step where students are asking their teacher about understanding material. Questioning is the ability to brainstorm and ask questions to get inspiration (Arifah, et al.:2018). In this part, students learn to make questions by the instruction of the teacher until they can make their own questions. It is the process of improving the form of concept, principle, procedure, law, theory,

and thinking cognitive of students' knowledge. The teachers can do some activities to guide this step such as give the students chance to ask about the observation's object and guide the students to be able to give question dealing with it.

### 3. Exploring

Arifah, et al. (2018) says that exploring is the ability to try new ideas to see the response emerged. In this process, the students try to express their new knowledge and try the competence in the real life, in the classroom, or out of the classroom to develop their accuracy, honesty and appreciation of other people's opinions. The students are expected to find other references and get more information from it such as interview, experiments, and surveys.

### 4. Associating

Associating is the ability to brainstorm and ask the questions that challenge the common wisdom to get inspiration. This process are processing assemble information from exploring, questioning, or observing. Associating is the center of an innovative person. In this step, students must be more active to give more opportunities in learning to develop honesty, discipline, hard word, and rule-abiding attitude.

### 5. Communicating

The last step is communicating. According to Regulation of Ministry of Education and Culture Number 81a, communicating is

an activity to show the result of analysis, the conclusion based on the result analysis, whether in verbal, written, or other media form. In this step, the students will present their conclusion about the material given by the teacher. It means that students can share their thought in front of the class.

e. Characteristics of Scientific Approach

There are 7 characteristics of the scientific approach according to Kemendikbud (2013) :

1. Substances or educational modules originating in reality or phenomena can be described with certain logic or reasoning, not fantasies, legends, or fairy tales.
2. Teacher description, student reactions, and education teacher-student interactions are certainly free from prejudice, subjective thinking, reasoning, or logical thinking to deviate from the flow.
3. Urge and inspire students to think critically, analytically, and first identify, master, uncover problems, and practice educational modules.
4. Urge and inspire to think hypothetically to see the differences, similarities, and connection of learning materials.
5. Urge and inspire the students' understanding, applying, and improving scheme of thinking rationally and objectively in reaction to learning materials.
6. Empirical facts and theories can be justified.

7. The objective of learning can be defined with a sample, clear, and interesting presentation system.

Based on the characteristics above, the scientific approach is believed as a good way in teaching and learning process and the improvement of attitudes, skills, and knowledge.

f. Textbook

1. Definition of Textbook

The Ministry of Education and Culture No. 11 the year 2005 has been explained the essencel of using textbook, “Book is essential for students, it is can give the more proper information than the teacher”. It means that can help the teacher in the teaching and learning process.

Nunan (2004: 226) explains that textbooks are the published book used by teacher and students as the main basis for language subject. They are focused on improving all of the language skill.

Based on the definition above, textbook is a piece of equipment or an instrument in the form of teaching materials that is very meaningful in the teaching and learning process. It is very meaningful for teachers to use textbooks as a teaching medium so that they can help them in carrying out teaching and learning activities and reaching the learning process.



## 2. The Functions of Textbook

There are many functions of text books according to Thomson in Puspa (2017):

### 1. Individualization of Instruction

A textbook helps students to individualize instruction by allowing them to proceed at their own pace and at a certain level, matching what they are interested in learning.

### 2. Organization of Instruction

Textbooks help students to organize instruction by sharing experiences, recommended activities, recommended texts, and problems. Written textbook share unity in the class interactions and are assessed to present new concepts that they build on what has been preceded.

### 3. Tutorial Contribution

The teacher helps the students to use textbook how to read better, to learn, to big witness, and problem solving.

### 4. Improvement of Teaching

Textbooks are also usefulness used by teacher to improve their ability in teaching.

## 3. Weaknesses of Textbooks

Richards in Puspa (2017) states that textbooks have several weaknesses such as:

1. The textbooks have unoriginal language because exercises, dialogs, and other aspects of the content tend to be written specifically that mix up teaching points and often do not represent true language usage.
2. The textbook twists the content. They often present idealized world thoughts and fail to represent what is actually being issued. To make textbooks acceptable in many different contexts, debatable topics are avoided.
3. The textbook does not demonstrate what the students need. Since they are often written for world markets they often do not demonstrate the interest and needs of students and may take an adaptation.
4. The textbook can disappoint the teacher. If teachers use textbooks as the main source of teaching they leave the textbooks and teacher manuals to make primary instruction decisions for them, the teacher's role can be reduced to a technician whose main function is to present material prepared by others.
5. The textbook is not cheap. It becomes burdens financially for students in this world.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the research methodology. It contains several parts. They are research design, the object of the research, type of data, data collecting technique, instrument of the research, and procedures of analyzing data.

#### **A. Research Design**

This research used a qualitative research approach. According to Sugiyono (2012: 1), qualitative research is research method used to examine the conditions of natural objects, where the researcher is a key instrument, data collection techniques are carried out in triangulation, data analysis is inductive, and research results emphasize the meaning.

Descriptive is a design of the report of the research. The goal of descriptive research is to describe “what exists” with respect to variables or conditions. Cohen et al. (2005) stated that descriptive research is set out to describe and interpret “what is”. In other hand, in this approach, the information is gained by an in-depth interviews with the participant.

The researcher focused on English textbooks analysis of “Practice Your English Competence untuk SMK/MAK kelas X” and “Bahasa Inggris for SMA/MA/SMK/MAK Kelas X” as a research object.

## **B. Object of the Research**

The first object of this research is an English textbook for tenth grade entitled “Practice Your English Competence for MAK/SMK”. The book is written based on the 2013 curriculum published by Erlangga.

This textbook consists of 13 chapters; they are 1) Introducing Yourself, 2) Excellent! Congratulation!, 3) What’s Your Plan?, 4) Describing People, Things, and Historical Places, 5) Attention, please!, 6) Have You Ever...?, 7) Stories to Share, 8) Once Upon a Time, 9) Memos, Menus, Schedules, and Signs, 10) It’s More Expensive, 11) Could You Tell Me the Way?, 12) What Do You Usually Eat?, and 13) You Should Wear a Helmet.

The second object of this research is English text book entitled “Bahasa Inggris for SMA/MA/SMK/MAK Kelas X” published by KEMENDIKBUD. This text book consists of 9 chapters; they are 1) Talking about Self, 2) Complimenting and Showing Care, 3) Expressing Intention, 4) Congratulating Others, 5) Describing People, 6) Visiting Ecotourism Destination, 7) Visiting Niagara Falls, 8) Describing Historical Places, and 9) Giving Announcement.

The differences between two books is the number of chapters. There are 13 chapters in Erlangga’s book and 9 chapters in Kemendikbud’s book. The similarities between two books are both contain of introducing material, complimenting material, congratulating material, narrative text material, giving announcement material, and describing material.

### **C. Role of the Researcher**

In this research, the role of the researcher is designing, interviewing, analyzing, verifying, and reporting.

#### **1. Designing**

The design stage constitutes the step where the procedure of methodology is planned and prepared (Anna, 2000). When the chosen technique is the interview, this step is to determine which kind of interview to use.

#### **2. Interviewing**

Interviews are structured according to an interview made by a researcher, which outlines themes to be covered during the interview (Anna, 2000). The questions were open-ended to suggest the respondents give a long elaborate answers. The researcher used mobile phone to record the interview.

#### **3. Analyzing**

The analysis is to be viewed as the movement from the particular to the general (Anna, 2000). The result of the analysis should be connected to each other.

#### **4. Verifying**

Verification of the data analysis focuses on the generalisability, the reliability, and the validity of the finding (Anna, 2000). Kvale (1996) stated

that verification is relevant throughout the process, it seems inevitable before reporting the result.

## 5. Reporting

Reporting is the research process where the researcher writes a report to present the findings.

### **D. Type of the Data**

Qualitative is the type of data in this research. It focused on describing research findings. In this research, the researcher tried to find out the implementation of the scientific approach on textbook entitled “Bahasa Inggris for SMA/MA/SMK/MAK Kelas X” published by Kemendikbud and “Practice Your English Competence for MAK/SMK Kelas X” published by Erlangga.

### **E. Data Collecting Technique**

In qualitative research, the data collection approach includes an interview, document analysis, observation, and audiovisual analysis (Creswell, 2012). In this research, the researcher used documentation, a questionnaire, and an interview with teacher.

#### 1. Documentation

According to Sugiyono (2012: 82-83), document is the records of the past events. It can be written, picture, or monumental creation from people. The result of the research will be more irrational if there are photos or arts that already exists. In documentation collecting data, the subject uses the camera as a tool for the researcher in documenting the data. According to

Creswell, the document may be a public documents such as a newspaper, official report, or a private document such as e-mails, personal journals, etc.

## 2. Questionnaire

Questionnaire is undoubtedly one of the main sources of acquiring data in any research attempt. Richards & Schmidt (2002: 438), the critical point is that when making a questionnaire, the researcher should make sure that it is valid, reliable, and unambiguous. In this research, the researcher will use a close-ended questionnaire to gain quick information about the students' opinions about the textbooks. According to Creswell (2012), close-ended question is the researcher poses a question and provides pre-set response options for the participant.

## 3. Interview to Teacher

In this research, the researcher interviewed the teacher to know the teacher's opinion toward the textbooks. According to Cohen, et al. (2005) semi-structured interview allows the interviewer to ask the informant to extend their response. It allows the interviewer to gain deep information and settle any misunderstanding.

## **F. Instrument of the Research**

The researcher used a human instrument as an instrument in this research. With this kind of instrument, the researcher is as a device who can adjust to all aspects of situation and can accumulate various data at once (Nasution, 1998).

The researcher will use documentation, questionnaire, and interview with the teacher as an instrument.

In collecting data, researchers were assisted by interview guides, recording tools, and documentation tools. This is done to facilitate data retrieval and collection.

### **G. Procedures of Analysing Data**

The researcher has to get the validity of the result, which means that the researcher determines the credibility of the result to make sure the result and interpretations are accurate through various strategies such as triangulation (Creswell, 2012). There are three instruments data analysis:

#### **1. Documentation**

In this step, the researcher used a document checklist as the procedure for analyzing data. It is done by continuously doing a checklist toward the scientific approach criteria having been decided for analyzing those textbooks.

#### **2. Questionnaire**

In this step, the researcher described the result of the questionnaire descriptively.

#### **3. Interview to Teacher**

Miles and Huberman in Punch (1998: 174) there are 3 steps in analyzing data, data reduction, data display, data verification.



a. Data Reduction

Miles and Huberman in Punch (1998: 174) stated that data reduction is not something unconnected from the analysis. It is part of the analysis. Reduced data will provide clearer patterns and make it easier for the researcher to collect the next data. In the reduced data, qualitative analysis and quantitative analysis are the same. In qualitative and quantitative analysis, the aim of data reduction is to reduce the data without outstanding losing of information.

b. Data Display

After reducing the data, the next step in analyzing data is display data. Miles and Huberman in Punch (1998: 174) state that data displays organize, press, and collect information. By displaying the data, it can make it easier to understand what is happening. Data displays are used at all sections since they allow the data to be organized and summarized. They show what section the analysis has achieved and they are supported for further analysis. In data display, it can be a matrix, chart, network, etc.

c. Data Verification

The last step in qualitative analyzing data is data verification. According to Miles and Huberman in Punch (1998: 175) data verification or verifying is the reason reduce the data and displaying data are to support in making a conclusion.

## **H. Technique Reporting Data**

In this research, the researcher explained the result descriptively. To report the data, it provides information starting from presenting the result and discussion from the English teachers and students who use the textbook.

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

This chapter presents research the results and discussion. It contains two parts; they are research results and discussions.

#### A. Research Result

There are 5 stages in the scientific approach; they are Observing, Questioning, Exploring, Associating, and Communicating. Hence, the researcher has divided the detailed stages of th scientific approach. It can be explained in the following.

##### 1. Observing

According to the Guidebook of 2013 curriculum, by doing the observation, the students find the correlation between the object that is observed and materials used by the teacher. In this stage, the students may watch, read, and listen to the learning materials. It can be described in the table below.

##### a) Textbook by Kemendikbud

Table 4.1.1 Observing stage on the textbook by Kemendikbud

Chapter	Detail	Page
Chapter 1	1. Observing the Chinese Whisper.	2
	2. Observing the pronunciation practice.	3
	3. Observing the text.	3
	4. Observing the material using <i>be</i> and <i>have</i>	11
	5. Observing guessing games: Who am I?	12

	6. Observing some questions of reflection.	15
Chapter 2	1. Observing two situation.	18
	2. Observing the pronunciation practice.	19
	3. Observing some questions of reflection.	30
Chapter 3	1. Observing pictures.	32
	2. Observing some questions of reflection.	41
Chapter 4	1. Observing about describing and guessing.	44
	2. Observing pronunciation practice.	45
	3. Observing the text.	45
	4. Observing some questions of reflection.	54
Chapter 5	1. Observing pictures.	56
	2. Observing pronunciation practice.	57
	3. Observing the text and comprehension questions.	58
	4. Observing the text structure in the reading text.	61
	5. Observing some questions of reflection.	63
Chapter 6	1. Observing about odd men out.	68
	2. Observing pronunciatin practice.	69
	3. Observing the text.	70
	4. Observing nouns and adjectives.	73
	5. Observing some questions of reflection.	80

	6. Observing about noun phrase.	80
Chapter 7	1. Observing game draw and guess.	82
	2. Observing pronunciation practice.	83
	3. Observing the text.	85
	4. Observing passive voice.	86
	5. Observing structure of descriptive text, collaborative description, and independent writing.	90
	6. Observing some questions of reflection.	92
Chapter 8	1. Observing pronunciation practice.	95
	2. Observing the text.	95
	3. Observing the text.	96
	4. Observing think-pair-share.	99
	5. Observing historical places.	101
	6. Observing some question of reflection.	102
Chapter 9	1. Observing an announcement.	104
	2. Observing pronunciation practice.	102
	3. Observing the text, and comprehension questions.	105
	4. Observing noun	111
	5. Observing some questions of reflection.	114

According to the table above, there are six activities in chapter 1 are classified as the observing stage. The warmer activity asks the students to observe and listen to the teacher's explanation about Chinese Whisper game. Pronunciation activity asks the students to observe how to pronounce the words. Reading activity asks the students to observe the text about electronic mail and a letter. Grammar activity asks the students to observe the use of *be* (*am, is, ar*) and *have* (*have, has*) and notice the differences. Speaking activity asks the students to observe the example of questions about Who Am I? Game. The last, reflection activity asks the students to observe the questions to know how effective the learning process of students is.

In chapter 2, there are three observing activities. Warmer activity, asks the students to observe the phrases and then classify the phrases into two kinds of situations. Pronunciation practice activity asks the students to listen to the teacher how to pronounce the words. The reflection activity asks the students to observe the questions to know how effective the learning process student is.

There are only two observing activities in chapter 3. Warmer activity asks the students to observe the picture about the places and reflection activity asks the students to observe the questions to know how effective the learning process of students.

In chapter 4, there are four observing activities. Warmer activity, asks the students to observe the teacher's explanation of how to play 'describing and guessing words' game. Pronunciation practice activity asks the student to observe and listen to the teacher how to pronounce the words. Reading activity asks the students to observe the text about Congratulation. The reflection activity asks the students to observe the questions to know how effective the learning process of students.

There are five observing activities in chapter 5. Warmer activity asks the students to observe the picture of people and tell about it. Pronunciation practice activity, asks the students to observe and listen the teacher how to pronounce the words. Reading activity asks the students to observe the text about My Best Friend and answer the comprehension questions. Text structure asks the students to observe the text structure about the text in reading activity. Reflection activity asks the students to observe the questions to know how effective the learning process student is.

In chapter 6, there are six observing activities. Warmer activity, asks the students to observe the steps to play the Odd Men Out game. Pronunciation practice activity asks the students to observe and listen to the teacher how to pronounce the words. The reading activity asks the students to read the text about Tanjung Puting National Park and answer the questions. Grammar activity asks the students to observe what is noun and adjectives, then finished the task. The reflection

activity asks the students to observe the questions to know how effective the learning process student is. Further activities asks the students to observe the noun phrase.

In chapter 7, there are six observing activities. Warmer activity asks the students to listen to the teacher's explanation of how to play Draw and Guess game. Pronunciation practice asks the students to listen to the teacher how to pronounce the words. The reading activity asks the student to read the text about Visit Niagara Falls. Grammar review activity asks the students to observe passive voice. Writing activity asks the students to listen to the teacher's signal to play the collaboration description. Reflection activity asks the students to observe the questions to know how effective the learning process student is.

There are six observing activities in chapter 8. Pronunciation activity asks the students to listen to the teacher how to pronounce the words. Reading activity asks the students to observe the text about The Secrets of Stonehenge and answer the questions. Text structure activity asks the students to observe the structure of the text about Stonehenge. Speaking activity asks the student to observe historical places that they know. The reflection activity asks the students to observe the questions to know how effective the learning process student is.

In chapter 9, there are five observing activities. Warmer activity, asks the students to listen to the teacher reading an announcement. In



pronunciation practice activity, the students listen to the teacher how to pronounce the words. In reading activity, students observe and read the text about announcement and then finish the task.

b) Text book by Erlangga

Table 4.1.2 Observing stage on the textbook by Erlangga

<b>Chapter</b>	<b>Details</b>	<b>Page</b>
Chapter 1	1. Observing greeting material.	1
	2. Observing verb and present simple.	2
	3. Observing question or statement spoken in listening.	5
Chapter 2	1. Observing congratulating and giving compliments material.	7
	2. Observing exclamations simple present tense, simple past tense, adjectives, and forming adjective.	7
	3. Observing short conversation in listening.	15
	4. Observing question incomplete dialogs.	16
Chapter 3	1. Observing planning material.	18
	2. Observing future tense material.	19
	3. Observing short conversation and short talks in listening.	22
	4. Observing questions about incomplete dialogs.	23

	5. Observing the text.	24
Chapter 4	1. Observing Explaining something material.	26
	2. Observing description, noun, and description adjectives.	27
	3. Observing countable noun.	35
	4. Observing short conversations and short talks in listening.	36
	5. Observing question about incomplete dialogs.	38
	6. Observing the text.	39
Chapter 5	1. Observing announcement material.	41
	2. Observing active and passive voice.	42
	3. Observing verbs in announcements.	43
	4. Observing short talks and special announcement in listening.	44
	5. Observing the text.	47
Chapter 6	1. Observing experience material.	50
	2. Observing simple past tense and present perfect tense.	50
	3. Observing short conversations and short talks in listening.	54

	4. Observing question about incomplete dialogs.	55
	5. Observing the text.	56
Chapter 7	1. Observing recount text “historical events” material.	58
	2. Observing regular and irregular verbs.	59
	3. Observing incomplete text.	62
	4. Observing the txt.	63
Chapter 8	1. Observing narrative text material.	65
	2. Observing simple past, past continous, and past perfect tense.	67
	3. Observing the text.	70
Chapter 9	1. Observing memos, menus, schedules, and signs mateial.	74
	2. Observing the differences between adjective and adverbs.	75
	3. Observing short conversations in listening.	86
	4. Observing the text.	87
Chapter 10	1. Observing asking for information material.	90
	2. Observing adjective comparison.	91

	3. Observing short conversation in listening.	97
	4. Observing the dialogs.	98
Chapter 11	1. Observing asking and giving direction.	101
	2. Observing preposition of direction.	102
	3. Observing short conversation in listening.	111
	4. Observing the picture.	112
Chapter 12	1. Observing text about daily life.	114
	2. Observing simple present tense, and past habit.	114
	3. Observing questions-responses and short conversation in listening.	119
	4. Observing the text.	121
Chapter 13	1. Observing advice and offering material.	122
	2. Observing modal auxiliary.	123
	3. Observing short conversation and short talks in listening.	130
	4. Observing questions about incomplete dialogs.	131
	5. Observing the text.	134

According to the table above, there are 3 activities in chapter 1 that are classified as observing stage. Expressions activity asks the students to observe the greeting material. Essential grammar asks the students to observe verb and present simple material. Listening activity asks the students to listen to the statement spoken and short conversations, then answer the questions.

In chapter 2, there are four activities that are classified as observing stage. In expressions, the students are asked to observe the material of expressing congratulation and giving compliments besides the responding. Essential grammar asks the students to observe what is exclamations, simple present tense, simple past tense, adjective, and forming adjective. Listening activity asks the students to listen to the short conversation and short talk and the students will hear the conversation twice. Writing activity asks the student to complete the dialogues.

There are four activities that are classified as observing stage in chapter 3: they are, expressions, asks the students to observe planning material. Essential grammar asks the students to observe the use of future tense 'going to' and 'will'. Listening activity asks the students to listen to the short conversations and short talks, then answer the questions. Writing activity asks the students to complete the dialogues.

In chapter 4, there are six activities that are classified as observing stage. In expressions activity, students are asked to observe the material of

explaining something. Essential grammar asks the students to observe the kinds of description. They are describing people, describing places, nouns and descriptive adjective. Grammar activity asks the students to observe countable noun. Listening activity asks the students to listen to the short conversation and short talks then answer the questions. Writing activity asks the students to complete the dialogues. Reading activity asks the students to read the texts and answer the questions.

In chapter 5, there are five activities are classified as observing stage. In expressions activity, the students are asked to observe the material about announcements, kinds of announcement, and how to write an announcement. Essential grammar asks the students to observe and remember active and passive voice in announcement. In grammar activity, the students are asked to read the announcements and find the verbs. Listening activity asks the students to listen to short conversation and short talks then answer the questions. Reading activity asks the students to read the text of announcement and answer the questions.

In chapter 6, there are five activities are classified as observing stage. In expression activity, the students are asked to observe the material of experience. Essential grammar activity asks the students to observe what is simple past tense and present perfect tense. Listening activity asks the students to listen to short conversation and short talks. Writing activity asks the students to complete the dialogues. The reading activity asks the students to read the texts and answer the questions.

In chapter 7, there are four activities are classified as observing stage. In expressions activity, the students are asked to observe the material of recount text, study and read the example of recount text. Essential grammar activity asks the students to observe what is regular and irregular verbs, then do the practice about recount text. Writing activity asks the students to read and complete the text with the correct forms of verbs. Reading activity asks the students to read text and answer the questions.

In chapter 8, there only three activities are classified as observing stage. In expression activity, the students are asked to observe the material of narrative text and example of narrative text. Essential grammar activity asks the students to observe about simple past tense, past continuous, and past perfect tense. The last is the reading activity that asks the students to read the text about narrative text and answer the questions.

There are four activities are classified as observing stage in chapter 9. Expressions activity asks the students to observe the material of memos, manus, schedules, and signs. Essential grammar asks the students to observe the difference between adjectives and adverbs, then do the practice. Listening activity asks the students to listen to short conversations. Reading activity asks the students to read the text and answer the questions.

In chapter 10, there are four activities are classified as observing stage. Expressions activity asks the students to observe the material of asking for information. Essential grammar activity asks the students to observe adjective comparison. Listening activity asks the students to listen to short conversations. Reading activity asks the students to read the text and dialog then answer the questions.

In chapter 11, there are four activities are classified as observing stage. Expressions activity asks the students to observe the material of asking for and giving directions, and asking for and giving locations in building. Essential grammar activity asks the student to observe kinds of preposition of direction. Listening activity asks the student listen to short conversation and answer the questions. Reading activity asks the students to observe the picture of directions.

Four activities in chapter 12 are classified as observing stage. Expressions activity asks the students to observe and read the text about daily life. Essential grammar asks the student to observe what simple present tense and past habit is. Listening activity asks the students to listen to the short conversations. Reading activity asks the students to read the text and answer the questions.

The last chapter, chapter 13. In this chapter there are five activities are classified as observing stage. Expressions activity asks the students to observe the material of advice and offering. Essential grammar activity asks the students to observe kinds of modal auxiliary. Listening



activity asks the students to listen to short conversations and short talks.

Writing activity asks the student to complete the dialogues and answer the questions. Reading activity asks the students to read the texts and answer the questions.

## 2. Questioning

Questioning stage may be done by discussion and group task.

Hence, this stage can be presented in the table below.

### a) Text book by Kemendikbud

Table 4.2.1 Questioning stage on the textbook by Kemendikbud

Chapter	Detail	Page
Chapter 1	1. The teacher will divide the class into 4 groups and show you to play Chinese Whisper.	2
	2. The teacher will identify you as A or B. Student A read text 1, student B read text	3
	3. Discuss about text structure.	10
	4. The teacher will put a post-it paper with one of the words below on your back is by asking question.	12
	5. Discussion about questions on reflection.	15
Chapter 2	1. Classify the phrases into two kinds of situation then compare your work to your friends.	18

	2. Discussion about questions on reflection.	30
Chapter 3	1. Discuss the pictures.	32
	2. Discussion about questions on reflection.	41
Chapter 4	1. The teacher divide the class into two groups to play describing and guessing game.	44
	2. Discussion about questions on reflection.	54
Chapter 5	1. Discuss about the pictures.	56
	2. Discuss with a partner and fill in the table with suitable information from the text.	61
	3. Discussion about questions on reflection.	65
Chapter 6	1. Play the game in groups.	77
	2. Discussion about questions on reflection.	80
	3. Identify the biology text and share with your classmate.	80
Chapter 7	1. Work in pairs.	90
	2. Discussion about question on reflection.	92
Chapter 8	1. Talk with your partner about the building.	94
	2. Discussion about historical places.	98
	3. Discussing and comparing the text structure.	99

	4. Ask your parents about historical places.	101
	5. Discussion about questions on reflection.	102
Chapter 9	1. Work in pairs in reading.	108
	2. Think-phair-share.	111
	3. Discussion reflection.	114

According the table above, there are five activities are classified as questioning stage in chapter 1. In warmer activity, the teacher will divide the class into 4 groups and show the students to play Chinese Whisper. Reading activity asks the student to work in pairs and answer the questions based on the text before. Text structure activity asks the students to work in pairs to discuss the text structure about the text of email. Speaking activity asks the students to work in pairs and guess what the word on students' back is by asking the questions. In reflection activity, students will discuss the questions to know how effective the learning process is.

In chapter 2, there are only two activities are classified as questionng stage. First, warmer activity asks the students to discuss about classifying phrases into two kinds. Second, discuss the questions of reflection to know how effective the learning process is.

In chapter 3, there are only two activities are classified as questioning stage. Warmer activity asks the students to discuss about

picture of places. Reflection activity asks the students to discuss the questions to know how effective the learning process is.

In chapter 4, there are only two activities are classified as questioning stage. Warmer activity asks the student to work in group to play the game. Reflection activity asks the student to discuss the questions of reflection to know how effective the learning process is.

There are three activities in chapter 5. Warmer activity asks the students to discuss the pictures of people. Text structure asks the students to discuss suitable information from the text entitled My Best Friend. The last is reflection activity, the students are asked to discuss the question of reflection to know how effective the learning process is.

In chapter 6, there are two activities are classified as questioning stage. Warmer activity asks the students to play the game and compete the work to other group to finish the game. Reflection activity asks the students to discuss the questions of reflection to know how effective the learning process is. Further activities asks the students to find a biology text and identify the noun phrases.

There are only two activities are classified as questioning stage in chapter 7. Writing activities asks the students to work in pairs to complete the chart to understand the structure of the descriptive text in the Reading Comprehension. Reflection activity asks the students to

discuss the questions of reflection to know how effective the learning process is.

In chapter 8, there are five activities are classified as questioning stage. Warmer activity asks the students to talk with the partner about historical building they once visited. Reading activity, asks the students to work in group to discuss historical places. Text structure activity asks the students to work in pairs discussing the text structure they have identified. Speaking activity asks the students to discuss and ask their parents about historical places that they know. Reflection activity asks the students to discuss the questions of reflection to know how effective the learning process is.

The last is chapter 9. There are three activities in this chapter that are classified as questioning stage. Reading activity asks the students to work in pairs to answer the reading comprehension questions. Text structure activity asks the students to discuss the text structure they have identified.

b) Text book by Erlangga

Practice Your English Competence textbook does not provide the Questioning stage. There is no discussion or group task in this book. In the teaching and learning process, the teacher can do the activity for students to be more active in class.

### 3. Exploring

Exploring or experimenting can be done by reading, listening, watching the example of the text in many sources for teaching and learning process. The students can do some experiment by implementing the material they have got from the textbook. Students can improve their knowledge by doing this activity. The detailed information on the exploring stage on the textbooks can be shown in the table below.

#### a) Text book by Kemendikbud

Table 4.3.1 Exploring stage on the textbook by Kemendikbud

<b>Chapter</b>	<b>Detail</b>	<b>Page</b>
Chapter 1	1. Listen to your teacher explanation and do the activity as quickly as possible.	2
	2. Paying attention to the words.	2
	3. Read the text.	3
	4. Reading pairs of sentences.	11
	5. Playing guessing games: who am I?	12
	6. Answer the questions of reflection.	15
Chapter 2	1. Classify phrases into two kinds of situation. Then, compare your word and your friend.	18

	2. Write down the English word then compare with your work work with your classmate's.	18
	3. Read the dialog.	19
	4. Answer the questions of reflection.	30
Chapter 3	1. Exploring the picture.	32
	2. Make a list of any words that are related to the pictures.	33
	3. Read the conversation.	33
	4. Answer the questions of reflection.	41
Chapter 4	1. Match the word and compare yor word with your classmate's.	44
	2. Answer the questions of reflection.	54
Chapter 5	1. Find another adjective that describe people's physical appearance.	57
	2. Compare your work with other pairs about information from the text.	61
	3. Answer the questions of reflection.	65
Chapter 6	1. Play odd men out game.	68
	2. Find the word then compare your work and your friends.	69
	3. Read the text about Tanjung Puting Nasional Park.	70

	4. Read the phrases.	76
	5. Answer the questions of reflection.	80
Chapter 7	1. Find the word from the text then compare your work with your friends.	82
	2. Rewrite the description.	92
	3. Answer the questions of reflection.	92
Chapter 8	1. Guess the English word then compare your work with your friends.	94
	2. Read the text.	95
	3. Identifying text structure.	99
	4. Find out the information about historical places.	101
	5. Answer the questions of reflection.	102
Chapter 9	1. Match the words then compare your work with your friends.	104
	2. Read the text.	105
	3. Find out the structure of the announcement.	111
	4. Answer the questions of reflection.	114

According to the table above, there are six activities are classified to exploring stage. They are warmer activity asks the students to listen to the teacher's explanation about Chinese Whisper game and do it as



quickly as possible. Pronunciation practice asks the students to pay attention of how to pronounce the words. The reading activity asks the students to read the text about an email and letter for someone. Grammar review activity asks the students to read the pairs of sentences. Speaking activity asks the students to play Who am I? Game. In reflection, the students are asked to answer the questions of reflection activity.

In chapter 2, there are four activity are classified as exploring stage. Warmer activity asks the students to classify the phrases into two kinds. Vocabulary builder activity asks the students to write down the English words then compare the work with classmate's. Dialog activity asks the students to read the dialog and exploring situation that we need to consider when expressing care. Reflection activity asks the students to answer the question of reflection.

In chapter 3, there are four activities are classified as exploring stage. Warmer activity asks the students to explore about the picture of places. Vocabulary builder activity ask the students to make a list of any words that are related to the picture of places. Dialog activity asks the students to explore the dialog about holiday plans. Reflection activity asks the students to answer the questions of reflection.

In chapter 4, there are only two activities are classified as exploring stage. Vocabulary builder activity asks the students to match the words

with their Indonesian equivalents and reflection activity asks the students to answer the questions of reflection.

In chapter 5, there are three activities are classified as exploring stage. Vocabulary builder activity asks the students to find other adjectives that describe people's physical appearance and/or personality. Text structure activity asks the students to compare students work with other pairs. Reflection activity asks the students to answer the questions of reflection.

There are six activities in chapter 6 are classified as exploring stage. Warmer activity asks the students to play the Odd Men Out game then compete to work with other groups to finish the game. Vocabulary builder activity asks the students to find the English words in the Tanjung Puting National Park text compare the answer to friends. Reading activity asks the students to read the text of Tanjung Puting National Park, identify the main ideas of paragraphs, summarize the most important details, then compare the answer to the classmate's. Grammar review activity asks the students to work in group to produce one newest list of item if you visit Camp Leaky. Reflection activity asks the students to answer the questions of reflection.

In chapter 7, there are three activities that are classified as exploring stage. Vocabulary builder activity asks the students to read the text about Visitig Niagara Falls, find the English equivalents for the

Indonesian words, and then compare the answer to friends. Writing activity asks the students to rewrite the description about interesting place by adding words, phrases, or sentences. Reflection activity asks the students to answer the questions of reflection.

In chapter 8, there are five activities that are classified as exploring stage. Vocabulary builder activity asks the students to guess the English words using clues provided, then compare the work with friends. Reading activity asks the students to read and explore the text about *The Secrets of Stonehenge*. Text structure activity asks the students to discuss and compare about the text structure of *The Secrets of Stonehenge* text. Speaking activity asks the students to find the information to their parents about historical places that they know. Reflection activity asks the students to answer the questions of reflection.

In chapter 9, there are four activities that are classified as exploring stage. Vocabulary builder activity asks the students to match the words with their Indonesian equivalents, then compare the work with classmate's. Reading activity asks the students to explore text about the announcements. Text structure activity asks the students to discuss and compare the text structure they have identified about the text of announcements. Reflection activity asks the students to answer the questions of reflection.

## b) Text book by Erlangga

Table 4.3.2 Exploring stage on the textbook by Erlangga

Chapter	Detail	Page
Chapter 1	1. Listen the short conversation.	5
	2. Read the paragraph.	6
Chapter 2	1. Listen the short conversation and short talks.	15
	2. Read the text and letters.	16
Chapter 3	1. Listen the short conversation and short talks.	22
	2. Read the text.	24
Chapter 4	1. Exploring something (human, thing, etc.)	26
	2. Read the text.	33
	3. Listen the short conversation and short talks.	36
	4. Read the text.	39
Chapter 5	1. Exploring the signs of announcement.	41
	2. Read the text of announcement.	43
	3. Listen the short talks and special announcement.	44
	4. Read the text of announcements.	47
Chapter 6	1. Read the paragraph with the blank spaces.	52

	2. Listen the short conversation and short talks.	54
	3. Read the text.	56
Chapter 7	1. Study the paragraph about My Adventure of Leang Cave.	59
	2. Read the story about Singasari Kingdom.	62
	3. Read the text about Twin Towers and Queen Elizabeth.	63
Chapter 8	1. Read the example of narrative text.	66
	2. Read the text about Malin Kundang.	68
	3. Read the text about Cinderelas.	69
	4. Read the text about Manik Angkeran and Princess Mandalika.	70
Chapter 9	1. Read the memos, menus, schedules and signs task.	77
	2. Listen the short conversations.	86
	3. Read the texts.	87
Chapter 10	1. Listen the short conversations.	97
	2. Read the text and conversations.	98
Chapter 11	1. Exploring the picture.	103
	2. Listen the recording.	107
	3. Listen the short conversations.	111
	4. Exploring the picture.	112

Chapter 12	1. Read the text about daily life.	116
	2. Listen the short conversation.	120
	3. Read the text.	121
Chapter 13	1. Listen the short conversation and short talks.	130
	2. Read the text.	134

According the table above, there are only two activities in chapter 1, chapter 2, and chapter 3 are classified as exploring activity. In chapter 1, there are exploring the short conversation in listening activity and read the paragraph about Ayu's Daily Routine in reading activity. In chapter 2, there are exploring the short conversation and talks in listening activities and read the text about letter. In chapter 3, there are three activities in listening activity; they are explore short conversation and short talks, explore the text, and answer the questions.

In chapter 4, there are four activities are classified as exploring stage. Expressions activity asks the students to exploring something, human, thing, etc. Essential grammar activity asks the students to read and explore the text, then answer the questions. Listening activity asks the students to listen and explore short conversations and talks. Reading activity asks the students to read and explore text about the places.

In chapter 5, there are four activities are classified as exploring stage. Expressions activity asks the students to explore signs of announcements. Reading activity asks the students to read and explore the text of announcements. Listening activity asks the students to listen and explore the short conversations and special announcements.

In chapter 6, there are three activities are classified as exploring stage. Essential grammar activity asks the students to read and explore the paragraph with blank spaces. Listening activity asks the students to listen and explore short conversations and short talks.

In chapter 7, there are three activities are classified as exploring stage. Expressions activity asks the students to study the paragraph of My Adventure of Leang Cave. Writing activity asks the students to read and explore the text of Singasari Kingdom and the text of Twin Towers and Queen Elizabeth.

There are four activities are classified as exploring stage in chapter 8. Expressions activity asks the students to explore the example of narrative text. Reading activity asks the students to read and explore the text of Malin Kundang, Cinderella, and Manik Angkiran and Princess Mandalika.

There are three activities are classified as exploring activity in chapter 9. Expressions activity asks the students to explore the material

of memos, menus, schedules, and sign. Listening activity asks the students to listen and explore the short conversations.

In chapter 10, there are only two activities are classified as exploring stage. Listening activity asks the students to listen and explore the short conversation. Reading activity asks the students to read and explore the text of dialogues.

In chapter 11, there are four activities are classified as exploring stage. Essential grammar activity asks the students to explore the picture of direction. Listening activity asks the students to listen and explore the short conversations. Reading activity asks the students to read and explore the picture and answer the questions.

In chapter 12, there are three activities are classified as exploring stage. Essential grammar activity asks the students to read and explore the text about daily life. Listening activity asks the students to listen and explore the short conversations. Reading activity asks the students to read and explore the text, then answer the questions.

There are only two activities are classified as exploring stage in chapter 13. Listening activity asks the students to listen and explore the short conversations. Reading activity asks the students to read and explore the text.



#### 4. Associating

According to Hosnan (2014) teaching and learning process will be more effective if there is an interaction between teacher and students. This stage can be done by working in group, analysis, comparing, expression, discussion, and getting feedback from the teacher (Guidebook: 2013). The detailed can be shown from the table below.

##### a) Text book by Kemendikbud

Table 4.4.1 Associating stage on the textbook by Kemendikbud

<b>Chapter</b>	<b>Detail</b>	<b>Page</b>
Chapter 1	1. The teacher will identify the students as A or B	3
	2. The teacher will put a post-it paper with one of the words below on students' back.	12
	3. See the teacher and discuss about reflection.	15
Chapter 2	1. Comparing students' work with other.	18
	2. The teacher will tell the students how to do the Ball Throwing.	27
	3. See the teacher and discuss about reflection.	30
Chapter 3	See the teacher and discuss about reflection.	41

Chapter 4	1. The teacher will tell how to play describing and guessing game	44
	2. See the teacher and discuss about reflection.	54
Chapter 5	1. Compare the students' work with other pairs.	61
	2. See the teacher and discuss about reflection.	63
Chapter 6	1. Play the Odd Men Out game.	68
	2. Compare students' work about Tanjung Puting National Park.	71
	3. Complete the sentences.	72
	4. Project what do we need to bring?	77
	5. See the teacher and discuss about reflection.	80
Chapter 7	1. The teacher will assign the students to sit in group of 12-15 students.	91
	2. Complete the sentences.	87
	3. See the teacher and discuss about reflection.	92
Chapter 8	1. Work in groups.	98
	2. Complete the sentences.	98
	3. Comparing the text structure.	99

	4. Calssify the words.	100
	5. See the teacher and discuss about reflection.	102
Chapter 9	1. The teacher will identify students as A or B.	105
	2. Complete the sentences.	110
	3. Comparing the text structure.	111
	4. Identify the words	111
	5. See the teacher and discuss about reflection.	114

According to the table above, there are three activities that are classified as associating stage in chapter 1. In reading activity, the teacher will identify students as A or B and read the text. In seaking activity, the teacher will put a post-it paper with one of the words below on students' back in guessing game: Who am I? In reflection, students are asked to discuss the questions with the teacher.

In chapter 2, there are three activities that are classified as associating stage. Warmer activity asks the students to classify the phrases into two kind of situations and compare the work with others. In speaking activity, the teacher will tell the students to do the Ball Throwing game, then make a compliment or show sympathy and give a

responses. Reflection activity asks the students to see the teacher and discuss the questions.

In chapter 3, there is only one activity that is classified as associating stage. It is about discussing the questions with teacher in reflection activity. In chapter 4, there are two activities that are classified as associating stage. In warmer activity, the teacher will tell the students how to play describing and guessing game. Reflection activity asks the students to see the teacher and discussing question about reflection.

In chapter 5, there are two activities. Text structure activity asks the students to discuss with a partner and fill in the table with suitable information from the text in the reading activity, then compare the result with others. Chapter 6 presents four activities of associating stage. Reading activity asks the students to compare their work about identifying main ideas of paragraph Tanjung Puting National Park. Vocabulary exercises activity asks the students to complete the sentences using the words in the box. In reflection activity, students are asked to discuss with the teacher about questions of reflection.

There are three activities in chapter 7 are classified associating stage. Vocabulary exercises activity asks the students to complete the sentences. In writing activity, the teacher will assign students to sit in groups of 12-15 students to discuss and write a sentence about an interesting place. The last in reflection activity, students are asked to discuss with the teacher about questions of reflection.

Chapter 8 presents five activities classified as associating stage. Reading activity asks the students to work in groups and discuss historical places. Vocabulary exercises activity asks the students to complete the sentences. Text structure activity asks the students to work in pairs discussing and comparing the text structure they have identified. Grammar review activity asks the students to classify the words from the exercises into the categories in the box. In reflection, students will discuss with teacher about question of reflection.

The last is chapter 9. there are four activities that are classified as associating stage. In reading activity, the teacher will identify students as A or B, then read the text about the announcements. Vocabulary exercises asks the students to complete the sentences. Text structure activity asks the students to work in pairs discussing and comparing the text structure of announcement. Reflection activity asks the students to discuss the questions of reflection with teacher.

b) Text book by Erlangga

Practice your English Competence textbook does not provide the associating stage because there is no the criteria of associating stage in this book.

## 5. Communicating

Hosnan (2014) says that communicating activity can be done by presenting the result of work in the form of verbal, written, diagram, chart, or other media. It can be described in the table below.

## a) Text book by Kemendikbud

Table 4.5.1 Communicating stage on the textbook by Kemendikbud

<b>Chapter</b>	<b>Detail</b>	<b>Page</b>
Chapter 1	1. Do the activity about Chinese Whisper.	2
	2. The student read the question for the partner.	8
	3. Work in pairs and then share with the class.	10
	4. Playing who am I? And party time game.	12
	5. Respinging to an email.	14
	6. Communicatin with teacher about reflection.	15
Chapter 2	1. Explain the reason for the classication.	18
	2. Practice complimenting and responding to the compliments.	22
	3. Play Ball Throwing.	27
	4. Write short letter and responses.	28
	5. Communicating with teacher about reflection.	30
Chapter 3	1. Do the role about Holiday Plans in dialog.	33
	2. Act the dialog in front of the class.	40
	3. Make a paragraph about holiday plan.	40

	4. Communicating with teacher about reflection.	41
Chapter 4	1. Play describing and guessing game.	44
	2. Play scissors, rock, and paper.	50
	3. Make a congratulation cards.	51
	4. Communicating with teacher about reflection.	54
Chapter 5	1. Find 16 words in puzzle.	59
	2. Comparing students' work and then share the result with the class.	61
	3. Discussing with classmates.	64
	4. Discuss the reflection.	65
Chapter 6	1. Play the game.	68
	2. Give the reason to something.	77
	3. Describing the places.	79
	4. Discuss the reflection.	80
	5. Share the work with classmates.	80
Chapter 7	1. Tell your friends about the place.	89
	2. Do the collaboration descriptive.	91
	3. Discuss the reflection.	92
Chapter 8	1. Talk about historical building.	94
	2. Discussion historical places.	98

	3. Discuss and compare the text structure and then share with the class.	99
	4. Report the information about historical places to the class.	101
	5. Discuss the reflection.	102
Chapter 9	1. Reading text and questions.	106
	2. Discuss and compare the text structure and then share with the class.	111
	3. Make an announcement to the class.	113
	4. Discuss the reflection.	114

According to the table above, there are five activities are classified as communicating stage. Warmer activity asks the student to do the Chinese Whisper game. Reading activity asks the students to work in pairs, then read the questions to each other. Speaking activity asks the students to play guessing game. Writing activity asks the students to response to an email / a letter they have read and discussed. Reflection activity asks the students to discuss the questions of reflection with the teacher.

In chapter 2, there are five activities are classified as communicating stage. Warmer activity asks the students to explain the reason for the classification about the phrases. Dialog activity asks the students to practice complimenting and response to the compliments in pairs. In



speaking activity, students will play Ball Throwing to make a compliment or show sympathy besides the responses. Writing activity asks the students to write responses to the sympathy card. Reflection activity asks the students to discuss the questions of reflection with the teacher.

In chapter 3, there are four activities are classified as communicating stage. Dialog activity asks the students to play the roles with friends about Holiday Plans dialog. Speaking activity asks the students to act out one of the dialog for the class and presents their task about make a outline of campaign. Reflection activity asks the students to discuss the questions of reflection with the teacher.

Chapter 4 presents four activities are classified as communicating stage. Warmer activity asks the students to pplay describing and guessing game. Speaking activity asks the students to play scissors, rock, and paper game, then the winner chooses for himself/herself a situation, then partner makes an expression of congratulations. Writing activity asks the students to write a congratulation card at leats two sentences. Reflection activity asks the students to discuss the questions of reflection with the teacher.

In chapter 5, there are four activities are classified as communicatin stage. Vocabulary activity asks the students to find out 16 words related to how to describe a person and write in space provided. Text structure

activity asks the students to discuss with a partner and fill in the table with suitable information from the My Best Friend text, compare the work with other pairs, then share the result with the class. Speaking activity asks the students to discuss with classmates about describing people. Reflection activity asks the students to discuss the questions of reflection with the teacher.

In chapter 6, there are five activities are classified as communicating stage. Warmer activity asks the students to play the Odd Men Out game. Writing activity asks the students to work in pairs to find the error in the text. Speaking activity asks the students to work in pairs to describe the places. Reflection activity asks the students to discuss the questions of reflection with the teacher. Further activity asks the students to share the work with classmate about find a biology text and identify to noun phrases used.

There are five activities in chapter 8 are classified as communicating stage. Warmer activity asks the students to talk with their partner about building. Reading activity asks the students to work in group to discuss about historical places, work in pair in text structure activity to comparing the text structure the text, then share with the class. Speaking activity asks the students to report the information obtained to the class about historical places. Reflection activity asks the students to discuss the questions of reflection with the teacher.

Chapter 9 presents three activities are classified as communicating stage. Text structure activity asks the students to share with the class about the text structure. Speaking activity asks the students to make notes to make an announcement to the classmates. Reflection activity asks the students to discuss the questions of reflection with the teacher.

b) Text book by Erlangga

This textbook does not provide the communicating stage because there is no the criteria of communicating stage.

From the result after analyzing the whole of chapter in English text book *Bahasa Inggris* and *Practice Your English Competence*, not all chapters provide all of the stages of the scientific approach (Observing, Questioning, Exploring, Associating, and Communicating). In *Bahasa Inggris* textbook, there are only seven that do not provide all the stage of scientific approach in dialog activity; they are chapter 1, 4, 5, 6, 7, 8, and 9, chapter 2 and chapter 3 in reading activity, chapter 2 and 4 in vocabulary exercises, chapter 2, 4, 6, and 7 in text structure, and chapter 2 and 4 in grammar. In English text book *Practice Your English Competence*, there are no the questioning, associating and communicating stage.

Based on the result of the interview, the textbook *Bahasa Inggris* and *Practice Your English Competence* are helpful for the teachers in teaching and learning. It is appropriate with the result of the following interview.

*Researcher : Does the textbook help the students in understanding English material?*

*Teacher : Very helpful especially when the students are given a task, they can do the task better.*

Based on the interview above, the textbooks can help the students to do the whole of the activities in English learning process. However, there are weaknesses in those textbook, whether it is about time in the class or the different students' understanding.

In the teaching and learning process, T1 and T2 use all of the stages of the scientific approach, Observing, Questioning, Exploring, Associating, and Communicating. It is appropriate with the results of the interview which has been attached in appendices. The teachers apply the scientific approach in teaching and learning process. However, they need other media for the teaching and learning process because not all the chapters in those textbook provides all of the stage in the scientific approach.

Based on the result of the questionnaire from the tenth grade of Vocational High School 1 Tegal and Puspongoro 01 Brebes, there are 30 Of 45 students as respondents who answered the questionnaire. In this research, the respondents were given the questionnaire in Bahasa Indonesia but then the data were translated to English. Most of the students answered the questions with 'Yes'. It means they agreed that the students are interested in learning English and the teacher used the scientific approach in the teaching and learning process.

Table 4.6.1 The result of questionnaire

No	Questions	Yes	No
1	The students are interested in English learning activities.	27	3
2	The students pay attention to the teacher when delivering learning material.	30	0
3	The students understand the material presented by the teacher easily.	23	7
4	The teacher used other media in the teaching process.	29	1
5	In the learning process, the students are allowed to observing.	28	2
6	In the learning process, the students are allowed to ask questions about the material.	29	1
8	In the learning process, the student are asked to work in groups.	24	6
9	In the learning process, the students are asked to discussing.	29	1
10	In the learning process, the teacher helps the students to conclude the results of the discussion.	27	3
11	In the learning process, the students are allowed to present the results of the discussion.	27	3
12	The teacher gives the test to students.	30	0
13	The teacher tells the students about test scores.	27	3
15	The teacher gives homework or an assignment.	29	1
16	The teacher tells the students about the scores of the assignment.	26	4

From the table above, 27 of 30 students said 'Yes' that they are interested to learn English. All the respondents answered 'Yes' that they are paying attention to the teacher when teaching and learning process. And most of the respondents said 'Yes' in questions number 3 until 11 which are about the implementation scientific approach in the teaching and learning process. From the result, the researcher concluded that in the teaching and learning process the teacher used the scientific approach; Observing, Questioning, Exploring, Associating, and Communicating.

## B. Discussion

The English textbook entitled *Bahasa Inggris* for the tenth grade of Vocational High School published by Kemendikbud and English textbook entitled *Practice Your English Competence* for the tenth grade of Vocational High School published by Erlangga which applied the 2013 curriculum should contain the stages of scientific approach that is as the main approach in 2013 curriculum. The stages of the scientific approach are Observing, Questioning, Exploring, Associating, and Communicating.

After analyzing the implementation of the scientific approach of *Bahasa Inggris* and *Practice Your English Competence* text book, not all the chapters fulfill the stage of the scientific approach. The first is Observing; on the textbook all of the chapters contain the observing stage. In the observing stage, the students will learn about the material first, then the students should observe the material in the textbook. One of the examples of observing stage in *Bahasa Inggris* textbook is chapter 1 in warmer activity which asks the students to listen to the teacher's explanation about Chinese Whiper game. Another example of observing stage in *Practice Your English Competence* is chapter 1 in expression. This activity asked the students to observe the material of greeting.

The second stage is Questioning. In this step, the students are asked to be more active in the teaching and learning process. All of the chapters contain the questioning stage in *Bahasa Inggris* text book, but *Practice Your English*

Competence does not provide the questioning stage. On the questioning stage the researcher focuses on discussion or group tasks.

The third is the Exploring stage. In this stage, the students are asked to gain information with others about tasks or material. Almost all of the chapters contain exploring stage in those textbooks. One of the examples of exploring stage in chapter 2 Bahasa Inggris textbook is warmer activity. This activity asks the students to compare their work with other friends about the task to classify the phrases.

The next is the Associating stage. It is thinking logically process of the finding fact from observed the conclusion in knowledge. There is an interaction between teacher and students in this stage. According to the research analysis, there are many activities of associating stage in Bahasa Inggris textbook.

The last is Communicating stage. Practice Your English Competence textbook does not fulfill the communicating stage. In this stage, the students are asked to solve the problem by presenting their work with the class.

From the analysis, the researcher can conclude that these textbooks can be media in teaching and learning process, but the Bahasa Inggris textbook is more complete than the other book. Practice Your English Competence only provides the observing and exploring stage. All of the stages of the scientific approach in each book can be seen in appendix 01.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions and suggestions of this research. the conclusions and suggestions are drawn based on the result of the research and discussion.

#### **A. Conclusion**

The focus of this research is the implementation scientific approach of the 2013 curriculum in two English textbooks; Bahasa Inggris textbook and Practice Your English Competence for the tenth grade of Vocational High School. Thus, the researcher used descriptive qualitative as a method to analyze the content of the scientific approach of the textbook.

From the result, Bahasa Inggris textbook contains all of the stages of scientific approach, but it is not provided in all chapters, while the Practice Your English Competence contains the Observing stage and Exploring stage. English textbook entitled Bahasa Inggris and Practice Your English Competence can be recommended as media teaching and learning process, but it would be better if the teacher adds the other media for teaching and learning process. Other than that, the use of this book for the teaching and learning should be accompanied by knowledge on the scientific approach. From the analysis, the Bahasa Inggris textbook is more complete than Practice Your English Competence textbook.



**B. Suggestion**

The suggestions from this research is for English teachers, book users, and material developers. There are several stages of the scientific approach that are provided in the chapter of textbooks. But, it can be used as media for the teaching and learning process. By considering the content of the scientific approach of these textbooks, the teacher can add the other media for teaching and learning process maximally.

For the material developer, they can use the result of this research as the considerations in developing English material for tenth grade of Vocational High School based on the newest curriculum. For the book users, the researcher suggests the book users look for the other sources of English materials that can complete the materials in these books.

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# APPENDICES

## Appendix 01

### Scientific approach (Observing, Questioning, Exploring, Associating, and Communicating)

#### 1. Observing

##### a. Textbook by Kemendikbud

**C PRONUNCIATION PRACTICE**

Listen to your teacher reading these words. Repeat after him/her.

pen pal	: / pen pæl /
sound	: / saʊnd /
run	: / rʌn /
(be) into	: / ɪntu /
attend	: / ətend /
distant	: / dɪstənt /
commuter train	: / kəmjuətə treɪn /
magnificent	: / məɡnɪfɪs ə nt /
mother tongue	: / mʌðər tʌŋ /
half sister/brother	: / hʌf brədər/sɪstər /

##### b. Textbook by Erlangga

**Unit 1**

**Introducing Yourself**

**OVERVIEW**

**EXPRESSIONS**

**Greeting**

Categories	Expressions	Responses
Formal Greeting	<ul style="list-style-type: none"> <li>Good morning.</li> <li>Good afternoon.</li> <li>How are you?</li> <li>How's your weekend?</li> <li>How do you do?</li> <li>How's everything?</li> </ul>	<ul style="list-style-type: none"> <li>Good morning.</li> <li>Good afternoon.</li> <li>I'm fine, thank you.</li> <li>It was really great.</li> <li>How do you do?</li> <li>Good, thank you.</li> </ul>
Informal Greeting	<ul style="list-style-type: none"> <li>Hi.</li> <li>Hello.</li> <li>What's up?</li> <li>How are you doing?</li> </ul>	<ul style="list-style-type: none"> <li>Hello.</li> <li>It's been a while, right?</li> <li>Long time no see!</li> <li>Hi/I'm OK/Not too bad.</li> </ul>
Making Introduction	<ul style="list-style-type: none"> <li>Hello, I'm Tasya.</li> <li>Please call me Rick.</li> <li>Let me introduce myself, I'm Aldo.</li> <li>I'd like to introduce you to Herry.</li> <li>Lorry, this is Stefani. Stefani, this is Lorry.</li> </ul>	<ul style="list-style-type: none"> <li>Pleased to meet you. I'm Riri.</li> <li>I'm Toni. Nice to meet you.</li> <li>Rio has talked so much about you.</li> <li>Glad to meet you.</li> <li>Nice to meet you.</li> </ul>

## 2. Questioning

### a. Textbook by Kemendikbud

#### A WARMER

Look at the pictures below. Do you know these places? Why do you think people visit these places? What can they do there? Which one do you prefer to visit? Why? Discuss with your friends.



Source: <http://tipsberwisatamurah.com/wp-content/uploads/2013/07/Wisata-Terekotis-di-Bali-Pantai-Kuta.jpg>

Picture 3.2

Beach



Source: <http://www.ancs.com/upload/photo/2012/12/08/ed55476279f5402566ecd8d78e846da.JPG>

Picture 3.3

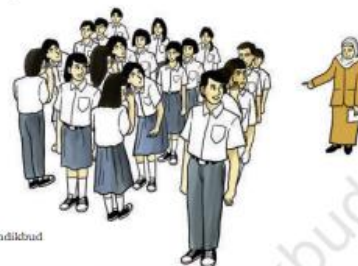
Amusement park

## 3. Exploring

### a. Textbook by Kemendikbud

#### A WARMER: CHINESE WHISPER

Your teacher will divide the class into 4 groups and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.



Source: Dokumen Kemdikbud

Picture 1.2

Discuss with your friends what characters your group needs in order to do the activity successfully and to become the winner.

## b. Textbook by Erlangga

**Announcement 3**

The Technical Support Division has positions open for two technical support representatives in the Surabaya office. Both positions require a bachelor degree in computer science and three years experience in the software industry. The closing date for applications is May 5<sup>th</sup>. Interested parties should submit an application with a resume and a cover letter.

Technical support representatives provide telephone and on-line assistance to users of Indotel's Vision and Mainline software products. Duties include:

- handling telephone inquiries
- answering on-line questions
- faxing hardcopy answers from our database

Questions concerning these positions can be answered by Eric Tobing in Human Resources, extension 1234.

**ENRICHMENT**

**LISTENING**

**Short Talks**

In this part of the test, you will hear several short talks. The talks are spoken TWICE. They will not be printed in your test book, so you must listen carefully to understand what the speaker says.

**Recorded Announcements**

**Talk 1**

- What time does the museum close on Tuesday?
  - A. 4 p.m.
  - B. 6 p.m.
  - C. 7 p.m.
  - D. 9 p.m.
- What day is the museum closed?
  - A. Sunday
  - B. Monday
  - C. Thursday
  - D. Friday

**Talk 2**

- In which of these occupations does Atlantic Electronics NOT have openings?
  - A. Electricians
  - B. Plumbers
  - C. Bricklayers
  - D. Secretaries

**Talk 3**

- Between what hours may only four people play?
  - A. 5 a.m. and 8 p.m.
  - B. 12 p.m. and 7 p.m.
  - C. 8 a.m. and 12 p.m.
  - D. 5 p.m. and 8 p.m.
- On what days may guests NOT play?
  - A. Monday and Tuesday
  - B. Tuesday and Wednesday
  - C. Thursday and Sunday
  - D. Saturday and Sunday

**Talk 4**

- Why is the library closed?
  - A. Because there are no volunteers.
  - B. Because it is a holiday season.
  - C. Because of the bad weather.
  - D. Because there is no heat in the library.
- What day does the library reopen?
  - A. Monday
  - B. Wednesday
  - C. Friday
  - D. Saturday
- When may books be returned?
  - A. On or after January 7.
  - B. During the holidays.
  - C. Only in the mornings.
  - D. On Saturdays.

**Talk 5**

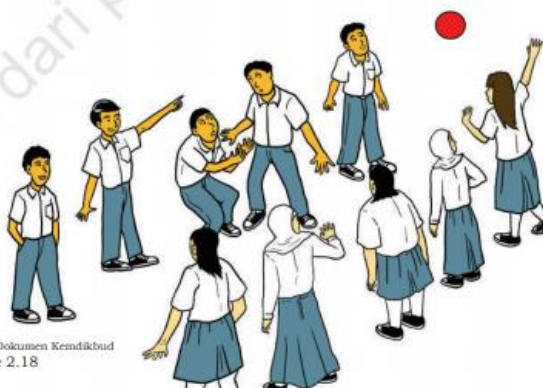
- Why would a caller contact this office?
  - A. To make a complaint.
  - B. To order a product.
  - C. To get a job.
  - D. To talk to a customer.
- How will calls be answered?
  - A. Patiently
  - B. Promptly
  - C. In the order received
  - D. In the order of importance
- What is the caller advised to do?
  - A. Hang up and try again
  - B. Place an order
  - C. Wait for an answer
  - D. ...

## 4. Associating

## a. Textbook by Kemendikbud

**Task 4:**  
Ball Throwing

- Your teacher will tell you how to do the activity.
- In turns, make a compliment or show sympathy and give a response to the expressions.



Source: Dokumen Kemdikbud  
Picture 2.18



## 5. Communicating

a. Textbook by Kemendikbud

### F TEXT STRUCTURE

#### THINK-PAIR-SHARE

##### Task 1:

Individually, complete the following chart to find out the structure of the email or the letter above, depending on which text you have read.

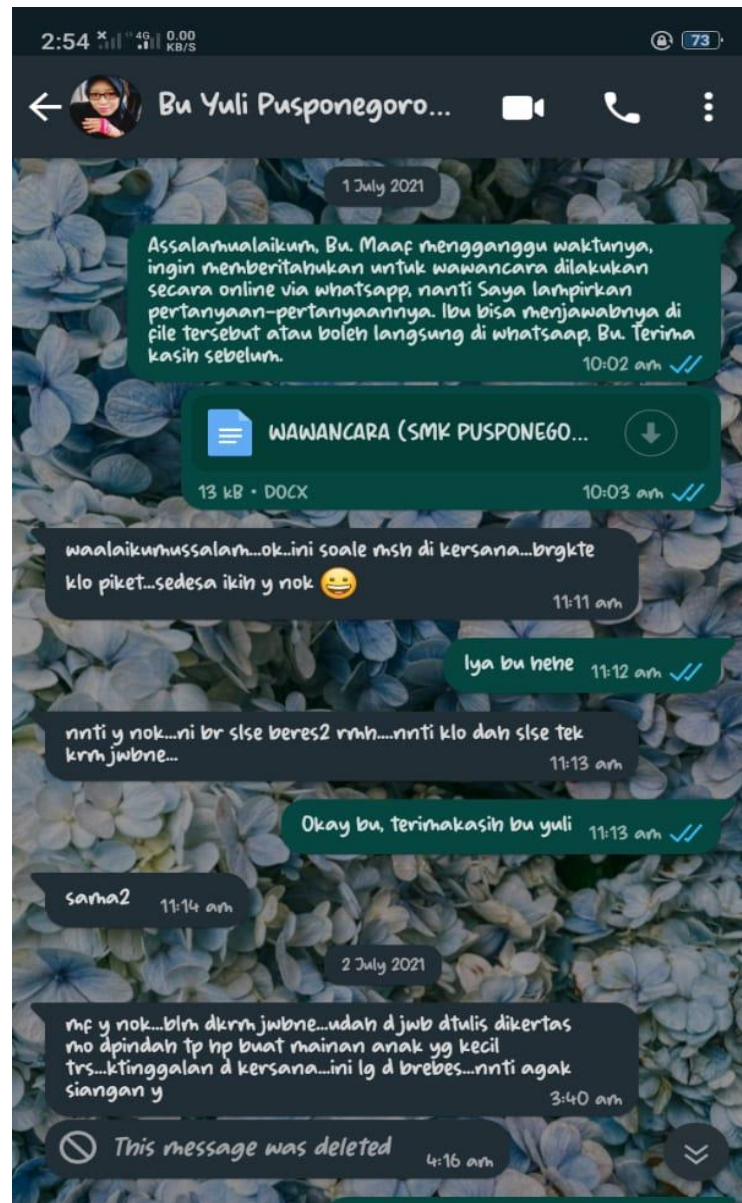
Parts of the Letter/ Email	Purposes	Details
Opening	To start the communication	
Contents		
Closing		

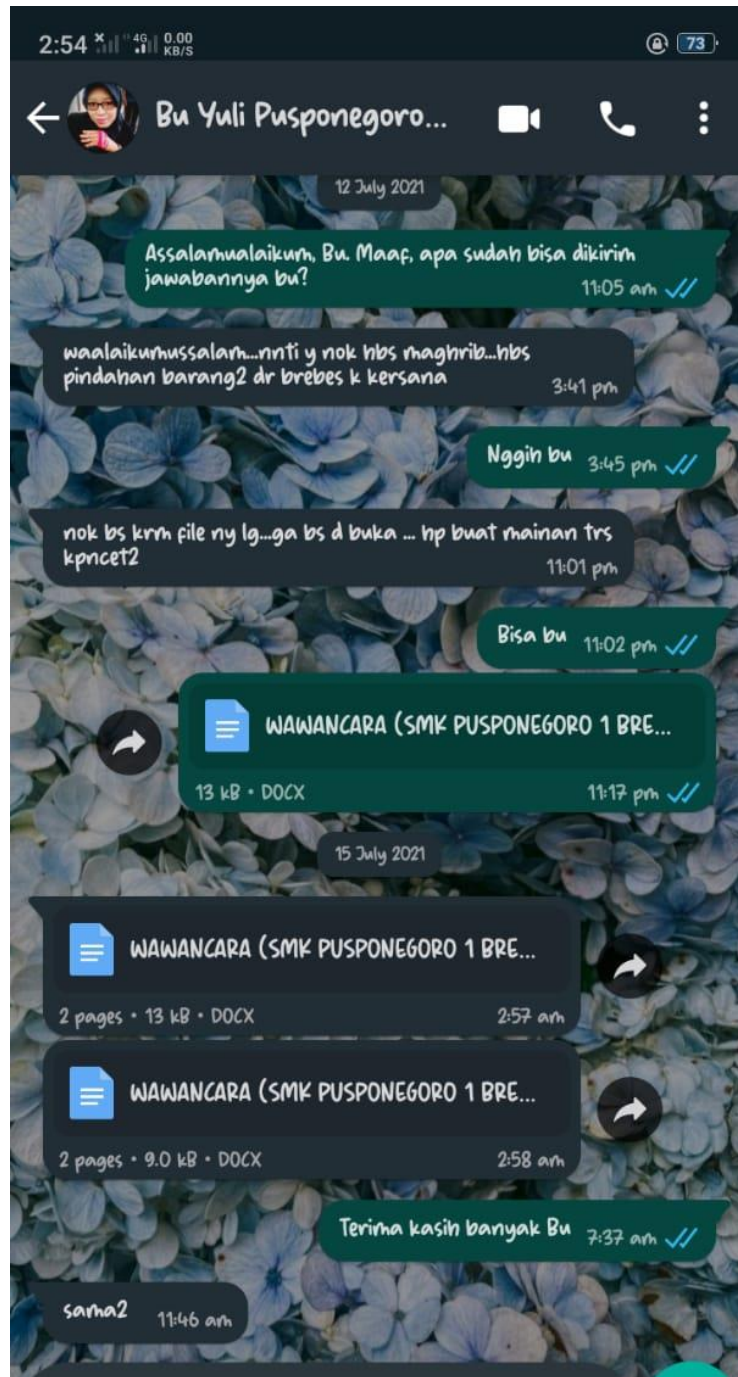
##### Task 2:

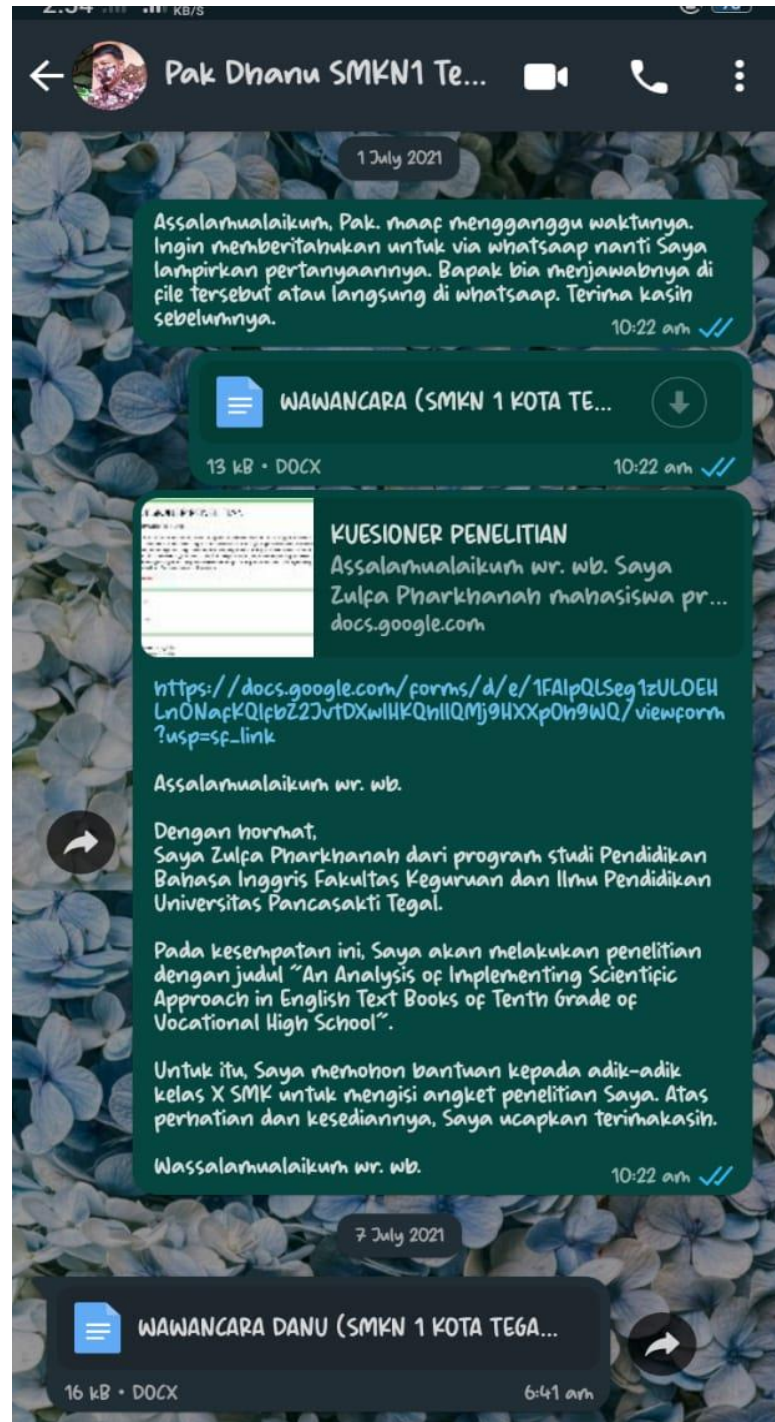
Work in pairs (Students A and B) to discuss the text structure, and then share this with the class. Use the following prompts to help:

- What details can you find in the opening?
- What's the purpose of telling the contents?
- What details can you find in the contents?
- What's the purpose of writing the closing?
- What details can you find in the closing?

## Appendix 02











**Appendix 03** Document checklist “Bahasa Inggris” textbook by Kemendikbud.

No.	Act.	Scientific Approach Stage	Chapter								
			1	2	3	4	5	6	7	8	9
1	Warmer	Observing	v	v	v	v	v	v	v		v
2		Questioning		v	v	v	v	v		v	
3		Exploring	v	v	v			v			
4		Associating		v		v					
5		Communicating	v	v		v		v		v	
6	Vocabulary Building	Observing			v						
7		Questioning									
8		Exploring	v	v	v	v	v	v	v	v	v
9		Associating					v				
10		Communicating									
11	Pronunciation	Observing	v	v	v	v	v	v	v	v	v
12		Questioning									
13		Exploring									
14		Associating									
15		Communicating									
16	Dialog	Observing		v	v						
17		Questioning			v						
18		Exploring		v	v						
19		Associating									
20		Communicating		v	v						
21	Reading	Observing	v			v	v	v	v	v	v
22		Questioning	v							v	v
23		Exploring	v					v		v	v
24		Associating	v					v		v	v
25		Communicating	v					v	v	v	v
26	Vocabulary Exercises	Observing									
27		Questioning									
28		Exploring									
29		Associating	v					v	v	v	v
30		Communicating					v				
31	Text Structure	Observing					v			v	v
32		Questioning	v				v			v	v
33		Exploring					v			v	v
34		Associating					v			v	v
35		Communicating	v				v			v	v
36	Grammar	Observing	v		v		v	v	v		



## Appendix 04

### ANGKET RESPON SISWA

Nama :

Hari/tanggal :

Berilah tanda checklist (v) pada salah satu jawaban yang paling sesuai menurut Anda!

No.	Pernyataan	Ya	Tidak
1	Saya tertarik untuk mengikuti kegiatan pembelajaran Bahasa Inggris.		
2	Saya memperhatikan guru saat menyampaikan materi pembelajaran.		
3	Saya mudah memahami materi yang disampaikan oleh guru.		
4	Guru menggunakan alat pembelajaran atau media.		
5	Saat pembelajaran, guru memberi kesempatan siswa untuk mengamati.		
6	Saat pembelajaran, guru memberi kesempatan kepada siswa untuk bertanya.		
7	Saat pembelajaran, guru memberikan tugas kelompok.		
8	Saat pembelajaran, guru memberi kesempatan kepada siswa untuk berdiskusi.		
9	Saat pembelajaran, guru membantu siswa untuk menyimpulkan hasil diskusi.		
10	Saat pembelajaran, guru memberi kesempatan kepada siswa untuk mempresentasikan hasil diskusi.		
11	Saat pembelajaran, guru memberi kesempatan kepada siswa untuk melakukan pengamatan		
12	Guru memberi soal ulangan.		
13	Guru memberitahukan nilai ulangan.		
14	Guru memberikan tugas atau pekerjaan rumah.		
15	Guru memberitahukan nilai tugas atau pekerjaan rumah.		



### DAFTAR PERTANYAAN WAWANCARA

Hari / tanggal :

Nama Guru :

1. Bagaimana proses pembelajaran Bahasa Inggris di kelas dengan menggunakan bahan ajar buku teks dari Kemendikbud / Erlangga?
2. Apakah bahan ajar buku teks ini membantu siswa dalam memahami pelajaran Bahasa Inggris?
3. Adakah kesulitan Bapak / Ibu dalam menggunakan buku teks sebagai bahan ajar? Jika ada, apakah kesulitannya?
4. Apa kekurangan dan kelebihan dalam menggunakan buku teks sebagai bahan ajar?
5. Menurut Bapak / Ibu, apakah buku teks ini menggunakan pendekatan saintifik?
6. Apa yang Bapak / Ibu ketahui tentang pendekatan saintifik?
7. Bagaimana cara Bapak / Ibu menerapkan aspek Observasi?
8. Apakah Bapak / Ibu memberi kesempatan kepada siswa untuk bertanya saat pembelajaran?
9. Apakah Bapak / Ibu memberi kesempatan kepada siswa untuk melakukan pengamatan?
10. Apakah Bapak / Ibu membantu nalar siswa untuk mengumpulkan hasil diskusi atau hasil kerja?
11. Apakah Bapak / Ibu memberi kesempatan kepada siswa untuk menunjukan atau mempresentasikan hasil diskusi atau hasil kerja?
12. Apakah Bapak / Ibu sudah cukup jika hanya menggunakan satu buku teks atau membutuhkan perangkat lain?
13. Apa pesan dan kesan Bapak/Ibu bagi pengembangan bahan ajar buku teks selanjutnya?

## Appendix 05

### TRANSKIP WAWANCARA

Hari / tanggal : Senin, 5 Juli 2021

Nama Guru : Danu Wiyoto, S.Pd

1. Bagaimana proses pembelajaran Bahasa Inggris di kelas dengan menggunakan bahan ajar buku teks dari Kemendikbud?

Respon : Karena masih dalam kondisi pandemi covid 19 proses pembelajaran dilakukan dengan menggunakan pendekatan *blended learning*, yaitu melalui *daring* (online) dan *luring* (tatap muka). Pada saat luring peserta didik diberi kesempatan untuk menyampaikan permasalahan selama proses daring, baik berupa pertanyaan atau hal lain yang perlu didiskusikan.

2. Apakah bahan ajar buku teks ini membantu siswa dalam memahami pelajaran Bahasa Inggris?

Respon : Sangat membantu, terutama pada saat mereka diberikan tugas maka dengan buku teks peserta didik lebih bisa mengerjakan tugas bahasa inggris dengan lebih baik.

3. Adakah kesulitan Bapak dalam menggunakan buku teks sebagai bahan ajar?  
Jika ada, apakah kesulitannya?

Respon : Ada. Kesulitannya yaitu pada saat ini adalah proses luring / tatap muka waktunya sangat terbatas. Sehingga pembelajaran saat daring cenderung monolog.

4. Apa kekurangan dan kelebihan dalam menggunakan buku teks sebagai bahan ajar?

Respon : Kekurangan menggunakan buku teks sebagai bahan ajar adalah, peserta didik kurang mampu dalam mengembangkan 4 keterampilan berbahasa yang saling terkait. Hal ini membutuhkan kerja keras guru untuk mengembangkan komponen listening, speaking, dan writingnya.

Adapun kelebihanannya buku teks mampu memudahkan peserta didik dalam mengembangkan skill readingnya. Dan buku teks dapat memberikan rambu-rambu materi yang sesuai dengan kompetensi yang ada.

5. Menurut Bapak, apakah buku teks ini menggunakan pendekatan saintifik?

Respon : Ya. Buku ini pada umumnya memuat serangkaian aktivitas pengumpulan data melalui, observasi, menanya, mengolah informasi, dan kemudahan mengomunikasikan.

6. Apa yang Bapak ketahui tentang pendekatan saintifik?

Respon : Menurut saya pendekatan scientific yaitu suatu kegiatan pembelajaran yang memenuhi unsur-unsur seperti observasi bisa membaca, mendengar, menyimak. Kemudian menanya, mengolah informasi/data, dan kemudahan mengomunikasikan.

7. Bagaimana cara Bapak menerapkan aspek Observasi?

Respon : Karena pembelajarannya secara daring aspek observasi yang saya lakukan melalui video atau link youtube. Peserta didik diberikan waktu untuk mengamati video dari link yang dibagikan, kemudian mereka memberikan tanggapan atau menjawab pertanyaan dari guru. Tanggapan tersebut bisa berupa speaking dan writing.

8. Apakah Bapak memberi kesempatan kepada siswa untuk bertanya saat pembelajaran?

Respon : Ya, saya memberikan kesempatan untuk bertanya untuk mengetahui sejauh mana peserta didik mampu menyerap informasi yang guru berikan.

9. Apakah Bapak memberi kesempatan kepada siswa untuk melakukan pengamatan?

Respon : Ya, sudah dijelaskan juga tekniknya di nomor 7.

10. Apakah Bapak membantu nalar siswa untuk mengumpulkan hasil diskusi atau hasil kerja?

Respon : Ya, Saya menjelaskan kepada peserta didik agar mengumpulkan hasil kerja sesuai dengan batas waktu yang ditentukan. Jika tidak bisa maka harus mengomunikasikan dengan guru apa alasannya, dan diberikan waktu kapan bisa tugas tersebut dapat dikumpulkan.

11. Apakah Bapak memberi kesempatan kepada siswa untuk menunjukan atau mempresentasikan hasil diskusi atau hasil kerja?

Respon : Ya, peserta didik diberikan kesempatan untuk mempresentasikan melalui saat “G-Meet” atau Ms 365, jika mereka tdk mau maka saya tunjuk secara acak.

12. Apakah Bapak sudah cukup jika hanya menggunakan satu buku teks atau membutuhkan perangkat lain?

Respon : Satu buku teks tentunya tidak cukup, apalagi dengan kondisi pembelajaran saat ini, maka dibutuhkan media/buku lain secara elektronik yang menunjang.

13. Apa pesan dan kesan Bapak bagi pengembangan bahan ajar buku teks selanjutnya?

Respon : Pesannya adalah untuk kondisi saat ini maka sebaiknya buku teks dilengkapi dengan buku elektroniknya atau E-Book, dan dilengkapi dengan fitur *listening* yang bisa di play / putar pada saat meeting di online.

Kesannya yaitu buku teks setidaknya cukup membantu peserta didik dimana jika kegiatan belajar mengajar (KBM) secara daring mengalami kendala.

## TRANSKIP WAWANCARA

Hari / tanggal : 15 Juli 2021

Nama Guru : Yuli Setyowati, S.Pd

1. Bagaimana proses pembelajaran Bahasa Inggris di kelas dengan menggunakan bahan ajar buku teks dari Erlangga?

Respon :

2. Apakah bahan ajar buku teks ini membantu siswa dalam memahami pelajaran Bahasa Inggris?

Respon : Cukup membantu

3. Adakah kesulitan Ibu dalam menggunakan buku teks sebagai bahan ajar? Jika ada, apakah kesulitannya?

Respon ; ada. siswa terkadang belum tahu maksud dan arti dari isi materi jadi harus dijelaskan dulu

4. Apa kekurangan dan kelebihan dalam menggunakan buku teks sebagai bahan ajar?

Respon : Ada beberapa siswa yang kurang minat dalam membaca buku, Mudah dipahami, banyak soal - soal latihan,

5. Menurut Ibu, apakah buku teks ini menggunakan pendekatan saintifik?

Respon : Ya

6. Apa yang Ibu ketahui tentang pendekatan saintifik?

Respon : Proses pembelajaran yang menggunakan 5 pengalaman pokok (5M) yaitu Mengamati, Menanya, Mengumpulkan Informasi, Mengasosiasi dan Mengkomunikasikan

7. Bagaimana cara Ibu menerapkan aspek Observasi?

Respon : Dengan memberi suatu gambar/teks/video untuk diamati

8. Apakah Ibu memberi kesempatan kepada siswa untuk bertanya saat pembelajaran?

Respon : ya

9. Apakah Ibu memberi kesempatan kepada siswa untuk melakukan pengamatan?

Respon : ya

10. Apakah Ibu membantu nalar siswa untuk mengumpulkan hasil diskusi atau hasil kerja?

Respon : ya

11. Apakah Ibu memberi kesempatan kepada siswa untuk menunjukan atau mempresentasikan hasil diskusi atau hasil kerja?

Respon : ya

12. Apakah Ibu sudah cukup jika hanya menggunakan satu buku teks atau membutuhkan perangkat lain?

Respon : tidak cukup

13. Apa pesan dan kesan Ibu bagi pengembangan bahan ajar buku teks selanjutnya?

Respon : isi materi disesuaikan dengan perkembangan jaman dan teknologi



## Appendix 06

Pertanyaan Jawaban 30

30 jawaban

Menerima jawaban ☒

Ringkasan Pertanyaan Individual

Siapa yang telah menjawab?

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agustinelisa123@gmail.com
pinkanyuliana03@gmail.com
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sabil3276@gmail.com
irenramadani407@gmail.com
septianilayla7@gmail.com
aanindaaslamadisti@gmail.com

